

Alaska DEED State Systemic Improvement Evaluation Plan by Priority Area: Implementation, Analysis, and Evaluation

State Infrastructure

Intended Outcomes	Evaluation Questions -- How Will We Know the Intended Outcome Was Achieved?	Measurement Tool/Data Collection Method	Timeline
Alaska DEED, will facilitate the Alaska Interagency Transition Council (AITC), a multi-agency collaborative group with the goal of improving graduation rates and post-secondary transition outcomes for Alaska youth who experience disabilities.	How many times did the AITC meet each year? Are the right agencies members of and participating in AITC activities?	AITC meeting notes Qualitative survey and evaluation of AITC members and participation	Ongoing through 2025
The AITC will coordinate transition activities across agencies and work together to support districts and schools to implement evidence-based practices to improve graduation rates and post-school outcomes for students with disabilities.	Does the AITC coordinate specific transition trainings across agencies? Does the AITC provide support to districts and schools to implement evidence-based practices? Have the activities and support lead by the AITC contributed to improved graduation rates and post-school outcomes?	Annual survey of AITC members 618 and APR data: (All students with disabilities compared to Alaska Native students with disabilities) 5-year cohort data (All students with disabilities compared to Alaska Native students with disabilities)	Ongoing through 2025
The AITC will increase collaboration between agencies who focus on strategic priorities that positively impact Alaska Native students.	How many opportunities has the AITC facilitated between AITC members and wider stakeholders that contributed to the co-development of resources? How many opportunities has the AITC facilitated between AITC members and wider stakeholders that contributed to co-sponsored events?	Annual survey of AITC members Resource and Event Data included on Transition Alaska 5-year cohort data (All students with disabilities compared to Alaska Native students with disabilities)	Ongoing through 2025
The AITC will increase knowledge of strategic priorities aimed at improving graduation rates and outcomes for Alaska Native students.	How many meetings include the sharing of strategic priorities, tools, or resources aimed at improving graduation rates and outcomes for Alaska Native students during AITC meetings?	Annual survey of AITC members AITC meeting notes	Ongoing through 2025

School Capacity

Intended Outcomes	Evaluation Questions -- How Will We Know the Intended Outcome Was Achieved?	Measurement Tool/Data Collection Method	Timeline
Distribute a regular secondary transition newsletter to teachers with professional development opportunities, resources, and opportunities that can be shared with students and families.	How many teachers and administrators received regular newsletters? Did newsletters provide information on opportunities for professional development, resources, and opportunities for students and parents?	Formative surveys on each newsletter Annual survey to recipients	Ongoing through 2025
Provide virtual training for teachers and administrators on evidence-based practices to improve graduation rates for students with disabilities and examples of how those practices can be implemented in Alaska.	Did training provide evidence-based practices to improve graduation rates for students with disabilities? Did the training provide examples of how those practices are being implemented in Alaska? Do teachers report that the training increased their capacity to provide transition planning and improve graduation rates for students with disabilities?	Formative surveys after virtual trainings	Ongoing through 2025
Increase distribution of training materials and resources specifically those that include culturally responsive programming for rural districts with large Alaska Native students with disabilities.	Does increased access to culturally responsive programming and tools increase use by schools and teachers? Does increased access and use lead to improve transition planning and graduation rates for Alaska Native students with disabilities?	Transition Alaska resource download data Data collection of number of resources printed and disseminated by AITC partners. 618, APR, and 5-year cohort data (All students with disabilities, Alaska Native students with disabilities)	Ongoing through 2025
Incorporate culturally responsive programming into statewide transition training.	Do increased training opportunities on culturally responsive training increase use in the classroom? Do increased opportunities lead to improved transition planning and graduation rates for Alaska Native students with disabilities?	Number of training session that include culturally responsive curricula Survey responses for usefulness, relevance, and quality of sessions including how many teachers used materials in their classroom	Ongoing through 2025

Student Instruction and Intervention

Intended Outcomes	Evaluation Questions -- How Will We Know the Intended Outcome Was Achieved?	Measurement Tool/Data Collection Method	Timeline
Implement JOBZ curriculum to teach students the skills and knowledge necessary for successful transition and graduation.	Do parents, teachers, and students report that the JOBZ Club was effective? Does the JOBZ curriculum increase graduation rates and post-school outcomes for students with disabilities?	Annual evaluation of JOBZ Club including evaluation by participants, parents, teachers & administrators (conducted by DVR, analyzed by AITC)	Annual evaluation conducted in January – ongoing through 2025
Implement S’Cool Store program to teach students the skills and knowledge necessary for successful transition and graduation.	Do parents, teachers, and students report that the S’Cool Store was effective? Does the S’Cool Store program increase graduation rates and post-school outcomes for students with disabilities?	Annual evaluation of S’Cool Store including evaluation by participants, parents, teachers & administrators (conducted by DVR, analyzed by AITC)	Annual evaluation conducted in January – ongoing through 2025
Implement ATOP Transition Camps to teach students skills and techniques necessary for successful transition and graduation.	Do students report that participation in ATOP transition camps were valuable? Does participation in ATOP Transition Camps increase graduation rates and post-school outcomes for students with disabilities?	Annual evaluation of ATOP Transition Camps by participants. Conducted by DVR, analyzed by AITC.	Ongoing through 2025
Implement Pathways – School to Work to teach students skills and techniques necessary for successful transition and graduation.	Do students report that participation in Pathways were valuable? Does participation in Pathways increase graduation rates and post-school outcomes for students with disabilities?	Annual evaluation of Pathways by participants. Conducted by DVR, analyzed by AITC.	Ongoing through 2025
Collect data on and categorize current job opportunities for high school special education students based on employers who participate in summer work.	What are the current job opportunities for high school special education across the state? How many special education students have access to work experience in high school? How do IEP teams make decisions about work experience?	Data report to be analyzed by DEED and AITC stakeholders.	21-22 school year
Make available, develop and/or modify curricula to incorporate culturally responsive programming.	Does the development of culturally responsive programming increase use in schools across the state? Does the increased use of culturally responsive programming improve transition planning and graduation rates for Alaska Native students with disabilities?	Number of developed or modified curricula as reported by teachers Transition Alaska resource download data	Ongoing through 2025

Community Involvement and Integration

Intended Outcomes	Evaluation Questions -- How Will We Know the Intended Outcome Was Achieved?	Measurement Tool/Data Collection Method	Timeline
Stone Soup Group Parent Navigators will provide inclusive trainings for all parents of students with disabilities to improve community integration and involvement.	How many parents attended each training? Do parents and students report benefiting from training opportunities? Did students and parents report that they feel more prepared to effectively participated in IEP meetings to discuss transition services for their students as a result of the training?	Evaluations collected at and following up on each training, including data about race/ethnicity of students and families Indicator 8 supplemental survey questions	Ongoing through 2025
Stone Soup Group Parent Navigators will provide training specifically for parents who identify as Alaska Native to promote collaborative relationships between parents and school professionals.	How many parents attended each training? Do parents and students report benefiting from training opportunities? Did students and parents report that they feel more prepared to effectively participated in IEP meetings to discuss transition services for their students as a result of the training?	Evaluations collected at and following up on each training Indicator 8 supplemental survey questions	Ongoing through 2025
Stone Soup Group Parent Navigators will attend local school resource fairs and community gatherings to share information regarding school-related services to build relationships with schools and connect families to resources.	How many local school resource fairs and community gatherings were attended by Stone Soup Group Parent Navigators?	Tracking number of events attended Indicator 8 supplemental survey questions	Ongoing through 2025